

8th Grade, World History

Overview

The teacher who wrote this Student Growth Objective teaches 8th-grade World History in a traditional public school.

Strengths: a) By **prioritizing standards** in a thoughtful way, the teacher is able to focus instruction and assessment for this SGO on standards critical for student success. b) The teacher has used a **variety of measures** to determine student starting points.

Improvements: a) The scoring plan might be too restrictive in the ranges provided. b) Indicating how to group a student who does not neatly fall into one of the preparedness groups would improve this SGO.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		8	World History	147/147	October 15-April 20
<p>The teacher clearly states her intent to capture a significant portion of the school year in this SGO. This interval allows the teacher to use the first 6 weeks of school to accumulate data to help determine course preparedness and set valid starting points. This SGO includes all of her students.</p>					
<p>Standards, Rationale, and Assessment Method Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.</p>					
<p>NJCCCS: 6.2 World History/Global Studies: “Students should acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century”(NJCCCS, 2009) The course content and habits of mind will improve students’ understanding of major historical events and build the skills necessary for future courses in high school and college. The standards selected repeat in strands throughout the course.</p>					
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.				
6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.				
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.				
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.				
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.				
6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.				
6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.				
6.2.8.D.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.				
6.2.8.D.4.f	Determine which events led to the rise and eventual decline of European feudalism.				

6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
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CCSS: English Language Arts Standards » History/Social Studies » Grade 6-8: Students
 Use of the CCSS consistently through 8th grade allows students to move toward career and college readiness in the areas of reading, writing, and research. Students are taught to research and cite textual evidence when presenting or defending an argument as well as recognize bias and point of view when using primary and secondary sources.

RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.

Assessment: Student learning will be assessed using a department-created summative common assessment, taken at the end of the 3rd Marking Period. The assessment consists of 25 questions and includes a mixture of multiple choice (4 to 5 choices), and 3 short answers. Question values will vary according to the priority given to topics during the instruction interval. The assessment includes items across various depths of knowledge and measures not only student understanding of course content but also their ability to apply understandings. Text dependent questions assess reading comprehension and short-answers demonstrate the ability to support a thesis with facts supplied.

Standards: *The teacher has selected ten standards out of the 67 standards for 8th-grade World History. She states she selected these ten because they can be found in the five strands that are revisited throughout the year. Prioritizing standards in this way allows the teacher to focus instruction and develop an assessment that more deeply assess her students' knowledge of these fundamentals. The teacher has also incorporated Common Core State Standards in her SGO, recognizing how these standards interact with her course and how important it is for them to be taught by all teachers. She clearly states why the selected standards are important for students to learn.*

Assessment: *The teacher clearly explains the assessment method she will be using at the end of the SGO period and describes the format of the assessment. Using a common department assessment allows for cross-grading, thereby increasing the quality of the scores.*

Suggestion: *The teacher might include the weights of each assessment element as they pertain to an overall rubric (i.e. document-based questions being worth more than the recall items). Attaching a copy of the assessment rubrics and an [assessment blueprint](#) to this form will be useful for the teacher and her administrator when they discuss the SGO before the submission deadline.*

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of Information used.

Preparedness Group	Information #1	Information #2	Information #3	Information #4
	7 th –grade NJASK ELA	Pre-test	First 3 assessments	Class participation
High	250-300	>54	93-100	Frequent
Medium	200-250	37-54	84-93	Occasional
Low	Below 200	<37	Below 84	Rare

The teacher has used four different data points including standardized test scores from prior years, current grades, and class participation. This provides a detailed picture of how well prepared her students are for learning

in her class in terms of content knowledge and skills.

Suggestions: a) *The teacher could provide detail on the nature of the pre-test and how she determines the level of class participation. b) She may also describe how she groups a student who falls into multiple categories.*

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% of students in each group will meet the target score.” Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.

75% of students in each preparedness group will meet their assigned target scores for full attainment of the objective as shown in the scoring plan.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group	Target Score on SGO Assessment
High	75	87-100
Medium	62	80-86
Low	40	72-79

The teacher clearly states how many students will accomplish what by when. She recognizes that students start the year at different levels and looks to set reasonable targets for all students using a differentiated approach.

Scoring Plan

State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Preparedness Group	Student Target Score	Attainment Level in Meeting Student Growth Objective Percentage of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	87-100	≥80	≥75	≥70	<70
Medium	80-86	≥80	≥75	≥70	<70
Low	72-79	≥80	≥75	≥70	<70

The scoring plan is clear, logical, and aligns with the SGO statement and other information on this form. The teacher is using percentages of students that will attain a particular target to differentiated levels of success on the SGO. This will simplify calculations for an SGO score if students enter or leave her class through the year.

Suggestion: *The percentage of students in each scoring category is in a narrow range – 5% increments. The teacher might consider increasing the size of these increments to provide more flexibility in the scoring process.*

Approval of Student Growth Objective

Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____ Signature _____

Date Submitted _____

Evaluator _____ Signature _____

Date Approved _____

Results of Student Growth Objective

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	% Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score

Notes

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____ Signature _____ Date _____

Evaluator _____ Signature _____ Date _____